

## LA FRANCE ELEMENTARY

550 Williams Street  
Pendleton, SC 29670

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	444 Students	
<b>Principal</b>	Hope Atyeo	864-403-2300
<b>Superintendent</b>	Dr. Lee D'Andrea	864-403-2000
<b>Board Chair</b>	Dr. Ken Lindsey	864-403-2000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Average
2009	Good	Average
2008	Average	Below Average
2007	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

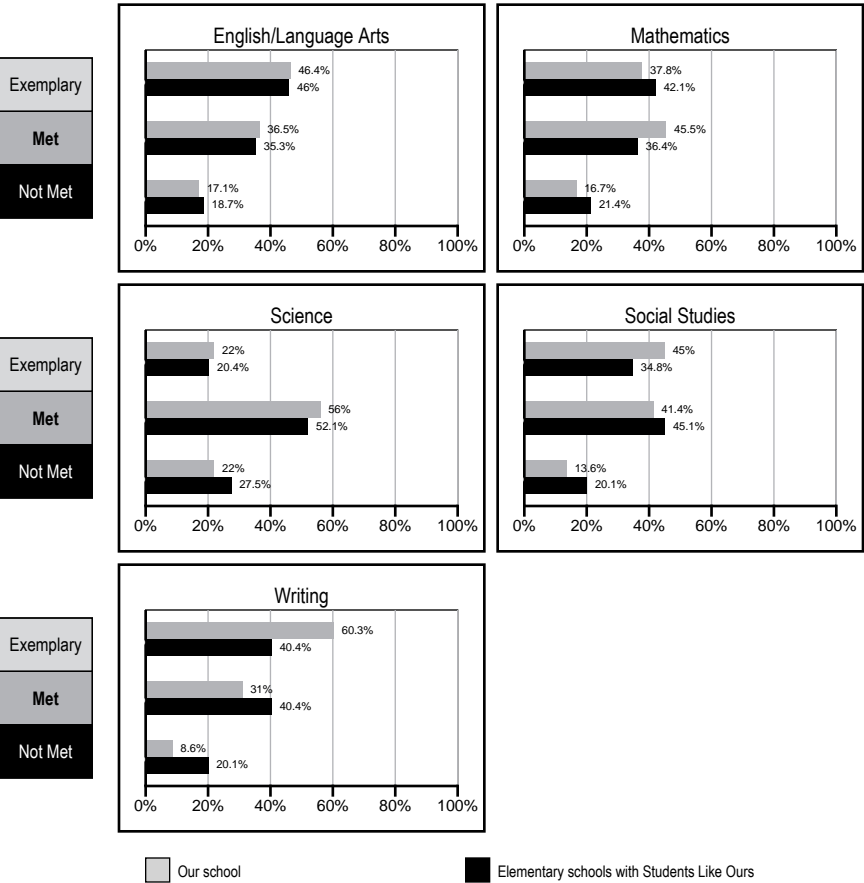
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	38	31	0	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=444)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.4%	1.1%	1.1%
Attendance rate	96.3%	Down from 99.9%	96.2%	96.2%
Served by gifted and talented program	16.0%	Up from 14.6%	17.7%	13.4%
With disabilities other than speech	3.9%	Down from 8.7%	4.3%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	67.7%	Up from 63.6%	62.9%	62.5%
Continuing contract teachers	96.8%	Up from 90.9%	90.3%	88.2%
Teachers returning from previous year	94.4%	Up from 91.2%	89.4%	87.8%
Teacher attendance rate	97.2%	Up from 96.1%	95.4%	95.2%
Average teacher salary*	\$47,826	Down 0.6%	\$47,795	\$46,773
Professional development days/teacher	9.4 days	Down from 9.8 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	5.5	Up from 4.5	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 16.9 to 1	20.5 to 1	19.9 to 1
Prime instructional time	93.4%	Down from 95.8%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 83.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,436	Up 0.5%	\$6,931	\$7,447
Percent of expenditures for instruction**	67.4%	Up from 67.1%	68.4%	68.4%
Percent of expenditures for teacher salaries**	65.0%	Up from 61.8%	66.0%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2010-2011 school-year was an exceptional year filled with opportunities, accomplishments, and program excellence. Efforts by our students, parents, and school improvement council (SIC), Parent Teacher Organization (PTO) combined with our faculty and staff's initiative and vision, produced significant results in many areas. At the top of the list included meeting Adequate Yearly Progress (AYP).

Our story begins with great progress being made for having every child read on grade level by the end of this school year. Supporting this goal included data analysis and flexible instruction based on individual student MAP (Measures of Academic Progress) scores for students in kindergarten through sixth grades. In addition, Title I funds afforded the continuation of our reading and math specialist positions as well as aided in lowering class sizes in grade two. And, our school-wide mentoring program, We Are Family, along with our character education program provided by our school guidance counselor and classroom teachers, continue to ensure each child has a special person to connect with and has multiple opportunities to be recognized for good character throughout the year.

Other highlights included improvement to our Response to Intervention plan, providing the Wilson Reading interventions for students needing extra assistance to close the achievement gap; enhancement of our Accelerated Reader program by offering incentives suggested by our students for goal attainment; and integration of the arts into the regular classroom activities. And finally, professional development was provided for teachers to collaborate and improve personal instructional maps and our on-line district curriculum. The result is directly improving the instruction delivered daily and ensuring that our students receive a quality education.

Our expectations remain high for student growth. Our goal to challenge all students each day remains foremost. Together, with volunteers, PTO, SIC, and business partnerships, students are being well-prepared for the 21st century. At La France Elementary School, Learning Equals Success!

Hope Morgan Atyeo  
Principal

Lisa Skelly  
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	53	37
Percent satisfied with learning environment	97.0%	59.6%	85.7%
Percent satisfied with social and physical environment	87.9%	84.6%	82.4%
Percent satisfied with school-home relations	90.9%	88.5%	75.7%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	241	100	16.3	34.8	48.9	90.6	90	82.4	Yes	Yes
<b>Gender</b>										
Male	127	100	14.8	38.5	46.7	90.2	89.4	78.7	N/A	N/A
Female	114	100	18	30.6	51.4	91	90.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	172	100	13.2	32.3	54.5	93.4	92.4	88.9	Yes	Yes
African American	60	100	25.9	43.1	31	81	84.1	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	48.6	11.4	40	68.6	63.7	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	56.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	139	100	19.7	38.6	41.7	87.9	86	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	241	100	15.9	45.1	39.1	91	90.4	81.9	Yes	Yes
<b>Gender</b>										
Male	127	100	14.8	47.5	37.7	90.2	89.1	79.9	N/A	N/A
Female	114	100	17.1	42.3	40.5	91.9	91.8	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	172	100	13.8	40.1	46.1	92.2	92.4	88.9	Yes	Yes
African American	60	100	24.1	62.1	13.8	86.2	84.5	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	77.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	42.9	28.6	28.6	62.9	63.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	139	100	18.9	50	31.1	87.9	87.2	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	154	100	20.9	54.1	25	79.1	81	68.6
Gender								
Male	79	100	16.2	52.7	31.1	83.8	81.9	68.3
Female	75	100	25.7	55.4	18.9	74.3	80.1	68.9
Racial/Ethnic Group								
White	112	100	14.8	55.6	29.6	85.2	86.5	80.7
African American	36	100	42.9	45.7	11.4	57.1	65.6	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	50	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	21	100	33.3	33.3	33.3	66.7	49.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	86	100	30.9	51.9	17.3	69.1	72.3	57.3

Social Studies								
All Students	152	100	13.6	41.5	44.9	86.4	85.3	72.5
Gender								
Male	79	100	10.4	40.3	49.4	89.6	87.2	72
Female	73	100	17.1	42.9	40	82.9	83.2	73.1
Racial/Ethnic Group								
White	113	100	10.9	39.1	50	89.1	89.4	81
African American	34	100	24.2	51.5	24.2	75.8	73.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	47.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	24	100	37.5	37.5	25	62.5	63.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.2	69.7
Socio-Economic Status								
Subsidized meals	87	100	14.5	51.8	33.7	85.5	80.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	65	93.9	8.6	31	60.3	91.4	84.9	73.2	96.3	96.5
Gender										
Male	34	88.2	11.1	29.6	59.3	88.9	80.3	67.2	96.3	96.5
Female	31	100	6.5	32.3	61.3	93.5	89.5	79.4	96.4	96.5
Racial/Ethnic Group										
White	47	93.6	7.1	26.2	66.7	92.9	87.3	81.5	96.1	96.3
African American	17	94.1	13.3	40	46.7	86.7	78.6	61.3	97	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.4	98.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	95.7	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	89.1
Disability Status										
Disabled	11	63.6	I/S	I/S	I/S	I/S	44.3	26	96.1	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	96.8	97.4
Socio-Economic Status										
Subsidized meals	38	94.7	9.1	36.4	54.5	90.9	82.7	63.2	95.8	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	62	100	6.8	18.6	74.6	93.2
	4	64	100	1.6	38.7	59.7	98.4
	5	65	100	22.2	46	31.7	77.8
	6	72	100	26.8	40.8	32.4	73.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	51	100	4	22	74	96
	4	63	100	13.3	38.3	48.3	86.7
	5	65	100	17.7	40.3	41.9	82.3
	6	62	100	27.9	36.1	36.1	72.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	62	100	16.9	23.7	59.3	83.1
	4	64	100	11.3	35.5	53.2	88.7
	5	65	100	33.3	49.2	17.5	66.7
	6	72	100	19.7	53.5	26.8	80.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	51	100	12	36	52	88
	4	63	100	13.3	45	41.7	86.7
	5	65	100	21	43.5	35.5	79
	6	62	100	16.4	54.1	29.5	83.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	32	96.9	27.6	27.6	44.8	72.4
	4	61	98.4	12.1	51.7	36.2	87.9
	5	33	100	24.2	57.6	18.2	75.8
	6	37	100	35.1	48.6	16.2	64.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	27	100	22.2	44.4	33.3	77.8
	4	63	100	10	68.3	21.7	90
	5	33	100	20	43.3	36.7	80
	6	31	100	41.9	45.2	12.9	58.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	30	100	10	43.3	46.7	90
	4	63	100	3.3	42.6	54.1	96.7
	5	32	100	53.3	26.7	20	46.7
	6	36	100	8.6	68.6	22.9	91.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	8.3	33.3	58.3	91.7
	4	63	100	15	41.7	43.3	85
	5	32	100	15.6	28.1	56.3	84.4
	6	32	100	12.9	61.3	25.8	87.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	62	98.4	15.5	37.9	46.6	84.5
	4	64	92.2	15.8	33.3	50.9	84.2
	5	65	95.4	26.7	41.7	31.7	73.3
	6	72	97.2	21.7	43.5	34.8	78.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	65	93.9	8.6	31	60.3	91.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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